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ABSTRACT

Prepared as a reference for staff development coordinators in California's community colleges, this five-part handbook presents information on program planning and implementation, state requirements, and available resources. The first section provides background information on the state's staff development programs, highlighting their role, framework, and the personal and professional skills needed by coordinators. This section also provides a matrix of roles and responsibilities of coordinators and advisory committees. Section 2 focuses on the staff development planning process, providing information on integrating the staff development plan into the overall college planning process, planning responsibilities within the scope of the shared governance regulations, and developing the plan with existing college resources and plans. Section 3 describes implementing a development plan; focusing on the importance of conducting needs assessments; the use of focus groups; running effective meetings; promoting the plan; and coordinating and evaluating events and activities. Section 4 summarizes state rules and requirements related to staff development; highlighting the state's role; where rules are published; state reporting and approval requirements; governance regulations; and contact people at the state Chancellor's Office. Finally, section 5 provides a list of staff development organizations, helpful staff development materials, and recommended readings, as well as a description of grant programs. Appendixes provide sample goals and activities, a sample expenditure report, a coordinator job description, sections from California Assembly Bill 1725 establishing staff development funding, and Title 5 regulations on flexible calendar programs. (TGI)

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Staff Development Handbook

A product of
California Community College Council
for Staff Development
(4C/SD)

1996

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Preface

One of the goals of California Community College Council for Staff Development (4C/SD) is to provide resources for individual practitioners in the field. The primary focus of 4C/SD is to support the staff development activities of all California community colleges. It is the intent of the 4C/SD Board to provide leadership in education and mentoring of people who are new to staff development.

We are extremely proud of this handbook as the first step to codify the oral traditions that have become a part of an experienced staff development coordinator. We hope that this handbook will be a valuable resource for you as a new staff development professional, or to those of you with experience who are looking for revitalization and growth in your chosen profession.

Jo Sumner, Sierra College
4C/SD Chair, 1995-1996

Acknowledgments

A handbook to be a ready reference to staff development coordinators in California community colleges was a vision of the organization 4C/SD ~ California Community College Council for Staff Development. The vision began with an inspiration from Cindra Smith of the California Community College League while Robbi Bos, Rio Hondo College, was chair of 4C/SD. The handbook became a product in print when Jo Sumner, Sierra College, was chair of the organization.

A task force of volunteers became the eventual authors and editors of the *4C/SD Staff Development Handbook*. The handbook could not have been accomplished without the long hours of each of these individuals:

Charles Miller, Santa Rosa Junior College
Jo Sumner, Sierra College
Janet Barrows, Cosumnes College
Kathleen Kirkpatrick, College of Marin
Charlie Klein, Chancellor's Office
Mike McHargue, Foothill College
Sharon Ratliffe, Golden West College
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Over 75 individuals at a Northern Regional 4C/SD mini conference spent time in providing necessary input at the beginning stages which helped the task force to confirm the structure and the content.

I personally thank all of you for contributing your time, talent, and expertise. I hope that this publication will be the first of many publications to be developed through the leadership of 4C/SD.

Carole Jarrett, Solano College
Publications Chair of 4C/SD

4C/SD Staff Development Handbook

Section 1: Staff development programs in perspective

Establishing the Framework

Change and Change Agents

Change is in the wind these days, as it has been for some time. We are constantly reminded that Bob Dylan told us "the times they are a-changing'," that Alvin Toeffler warned us in *Future Shock*, that "the only constant is change itself."

The fact is: Change makes people uncomfortable. That means that good staff developers may make people uncomfortable because we should be "Change Agents." We are the people in our organizations who are charged with the **responsibility** to make new things happen. Our Change Agent role can take many forms:

• **Guiding.** We work with other campus leaders to help move our colleges in important new directions. We call this **Organizational Development (OD).**

• **Doing.** Peter Drucker has made the distinction between administrators (who "do things right") and leaders (who "do the right things"). Well, we have to do **both.** Doing *things right* is administering a staff development program according to the Human Resources Development Plan. Doing the *right thing* is called **Program Development (PD)** — bringing about institutional change through the development of college programs which move us (and our students) in the desired directions.

• **Changing.** Our roles in **Staff Development (SD)** include at least six change responsibilities:

- Involving those staff who are interested in change but need a vehicle through which to work.
- Providing our experienced colleagues and staff with new ideas.
- Preventing others from getting in a "rut."
- Keeping our colleagues from "burning out" from over load.
- Bringing new colleagues up to speed and keeping them there.
- Keeping each other on the cutting edge of new technologies, techniques, and resources.

Organizational context and culture

Understanding the organization and its climate and culture is essential to staff development. That is why most staff developers are selected from *within*. It is far easier to teach someone staff development information than it is to teach them the culture and climate of an institution. That is why good staff developers who do come from the

outside need to invest a great deal of time and energy early in the job in learning the context and the culture of the organization. What does this mean?

- **Get to know the organizational chart.** How is the institution "organized"? What are the major roles and responsibilities of each office? Who are the official leaders? What are their leadership styles?
- **Get to know the players.** Who shoulders the responsibility? Your knowledge of the people (who they are and how to work with them) is easily as important as your knowledge of staff development.
- **Get to know the governance structure.** Knowing *how* the place works will assist you in helping the institution to work better. What are the politics of the place? How do things get done? What is controlled by "shared governance"? What is solely an operational activity to be administered? Who decides?
- **Get to know the opinion leaders.** What is the "informal" organizational chart? Every institution has many leaders who may not have important titles but who are crucial to the team. They are looked to by others for leadership, ideas, and energy. Identify them early, earn their interest and respect, and enlist them to aid your causes.

All these questions need answers, and a good staff developer seeks those answers from Day One until the end

Resources

It is easier to run a well-financed staff development program than it is a *poor* one. If your program is *poor* in resources, it may be a *poor* one in effectiveness. The dollars are not everything, however. There are some other resources to consider and to cultivate.

Consider what is already in place without the formal "staff development" title. Conduct an early assessment of what is already going on and how *well* it is going. Later you can decide whether you want to incorporate an existing program into your program, guide and assist good programs from without, or just co-exist. The NCSPOD monograph, *Growing Your Own Staff Development Program*, includes a useful staff development inventory to help you. (See Section 5 "Resources.") It includes the assessment of your campus climate and a study of your demographics, staff development program, budget, and funding sources.

Consider support from the top. You really have a challenging job if you do not have the support of your CEO (Chief Executive Officer). Part of your job is to *assess* the support of your CEO and other college leaders, to *educate* others about staff development, and to *cultivate* support for it. Most administrators do not understand the important role that you can play in Organizational Development. Ask yourself, does the staff developer have reassigned time? Are activities supported at the top? Does the CEO encourage staff to participate? Do they solicit your opinion? Do they consider the staff developer as an integral resource?

Consider the support from other college leaders and your colleagues. It is important to know the challenges facing you. Assess your campus climate early and often as well as report back to all constituencies regularly. Work to change it in effective ways. Use your *whole* campus leadership, including those informal opinion leaders. Help ensure that more and more of your colleagues see the value and potential of Staff Development.

Consider your staff development counterparts at other colleges as excellent resources. Rookies as well as experienced staff development people need the resources of kindred souls and co-conspirators at other institutions. Get to know the professional organizations (4C/SD, NCSPOD, NISOD, POD Network, and others as spelled out in the A-Z acronym page in the Resources section toward the end of this handbook). Get to know your local *and* regional compatriots, establish your own network, and keep it nurtured. There are many great staff developers who are able and delighted to help and share.

Staff, program, and organizational development (SPOD)

Three key words — *staff, program,* and *organization* — encompass the framework for staff development.

• **Organization.** We help develop systems to provide for continuous improvement of our institution to accomplish its mission. Examples of college-wide organizational development activities include strategic planning, celebrations of diversity, shared governance, program review, and continuous improvement plans.

• **Program.** We initiate activities and systems at the division and department level to support the institutional goals and to serve our students more effectively. Program development examples include honors programs, curriculum and instructional development, Flex programs, learning communities, team building, and literacy initiatives.

• **Staff.** We offer professional and personal development to all of our colleagues so that they can be more effective in their college roles. Examples of individual staff development activities include job shadowing, research, wellness, and conference attendance.

Staff development programs include mentoring or orientation of new colleagues, personal and professional development programs, and recognition activities. All are designed to improve the attitudes, skills, knowledge, and performance of people within your college. Most institutions further categorize staff development into subsets as follows.

1. Faculty Development
2. Classified Development
3. Management Development, and
4. College-Wide Development (for *all* staff)

Some of the programs are for individuals (e.g., travel to a professional conference), some are "corporate" (e.g., Flex Day acti[illegible]es), but all are *important* for a comprehensive and effective staff development program.

Important personal and professional skills for the Staff Development Coordinator

The role of staff development coordinator is multi-faceted. Although it varies from campus to campus, most staff development coordinators are involved in assessing the development needs of the faculty and staff, planning and evaluating the staff development program, coordinating events, running meetings, budgeting, and writing required reports. In most cases, the staff development coordinator will be working with one or more advisory committees whose members will help plan and implement the program.

Minimum Knowledge Base

There are several background areas that are important to building a high quality staff development program. A person considering the role of staff development coordinator should have some familiarity or experience in the following key areas:

- computer and instructional technology
- organizational and institutional structures
- instructional and curriculum theory
- effective training principles and practice

Critical and Analytical Thinking Skills

The staff development coordinator needs to be able to analyze regulations and policy to ensure that activities meet the intended purposes. It is essential to understand the political structure in which you work and devise strategies to accomplish the identified tasks. There will be a multitude of opportunities which will challenge your problem-solving abilities.

Communication Skills

Both public speaking and effective writing skills are essential to the coordinator to develop and market the program. A flare for marketing staff development activities is helpful. Good communication and facilitation skills also play a role in establishing networks that lead to a successful staff development committee.

Organizational Skills

The ability to handle multiple projects and deadlines is essential. Staff development activities require a great degree of organization as several programs and events may be in various stages of planning or implementation at any given time. You need to be able to design processes that will administer those multiple projects.

Interpersonal Skills

The coordinator will need good team-building skills to develop support for the staff development program from both the administration and the staff. The coordinator must be sensitive and responsive to staff needs. The job requires working with a variety of personality types, some of which require the ability to see beyond their difficult nature to the valuable strengths they bring to the team. The coordinator will also need to encourage the advisory committee members to work together to constantly improve the program.

Helpful Character Traits

The successful coordinator is one who is open to new ideas, alert to new opportunities, a consensus builder, an effective time manager, a good facilitator, and a person who is willing to give away much of the credit, yet do most of the work.

Roles and Responsibilities of the SD Coordinator and Committees

There are two distinct roles in the implementation of a staff development program — that of the coordinator and that of the committee whether it be the Staff Development Advisory Committee, the Flex Advisory Committee, or others. The coordinator of any committee works in conjunction to carry out the established goals with the coordinator providing the expertise of organization and delivery, and the advisory committee giving guidance and oversight.

According to Title 5 regulations, Section 87151(a), the Staff Development Advisory Committee must be composed of faculty, staff, and administrators. It is advisable that the committee have no more than eight members. How members are appointed varies from campus to campus. Members may represent Senates, unions, or the institution as a whole. It is important for coordinators to determine how members are appointed and discern whether individuals will be representing specific viewpoints or might have hidden agendas. It is also advisable to coordinate with other committees or groups that have staff development tasks such as the Academic and Classified Senates, management, Flex planning groups, and other staff development committees within multi-campus districts. This not only allows for coordination of activities, but can also increase communication and collegiality within the college.

	Staff Development Coordinator's Role	Advisory Committee's Role
Planning	The coordinator leads and facilitates the planning of the overall staff development program. He or she is responsible for developing suggestions to the committee regarding all the planning components. After the advisory committee has approved the overall plan, it is the responsibility of the coordinator to carry it out. Each event requires planning to determine the tasks to be done, facilities to be used, speakers to contact, budget required, etc., to bring events to fruition.	The advisory committee is a group of people representing various constituencies of the institution. In the planning process, the members of the committee should be bringing forth the interests and concerns of the constituencies they represent. The committee reviews the suggestions presented by the coordinator, generates new ideas, and approves the overall plan. Through the facilitation of the coordinator, the members of the committee establish staff development goals that reflect the institution's mission and develop the basic plan of the program that meets these established goals. The committee members also work with the coordinator to plan specific projects requiring the input of constituencies.
Research	One of the most important components of the job of coordinator is searching for ideas for the committee to consider, finding new ways to do things, and networking with other staff development professionals. In addition, once a project has been recommended, the coordinator has to determine if it is feasible.	The committee members network with peers at other campuses and with their constituencies to gain ideas to assist in the needs assessment and planning processes.

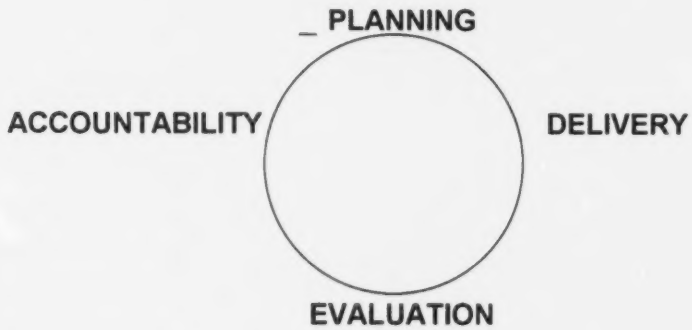
	Staff Development Coordinator's Role	Advisory Committee's Role
Implementation	Once the tasks have been determined during the planning process and research, the coordinator is responsible for the details to make things happen. To implement the program, he or she may develop and maintain a calendar of all projects to be accomplished, allocate the resources, make all appropriate contacts, arrange for facilities, conduct all surveys and assessments called for in the plan, and delegate tasks as appropriate.	Committee members assist, where necessary and appropriate, in the implementation of a variety of the projects developed by the committee. Many times they act as staff to facilitate events and projects. Their participation is essential in bringing together complex projects affecting a broad cross section of the constituencies or in acting as a link between their constituencies and the event.
Evaluation	The coordinator is responsible for suggestions to design the instrument used in evaluating the effectiveness of staff development activities. Using the approved instrument, the coordinator collects the data and summarizes, analyzes, and communicates the results to the committee, the administration, and outside agencies as required.	The committee members provide assistance in designing the evaluation instrument. In addition, they give final approval of the overall evaluation process. Once the coordinator has presented the summary analysis, the committee members review the reports to determine what changes to make in future planning.
Accountability	It is the responsibility of the coordinator to be the monitor of the plan and the budget to ensure that the objectives of the committee and the legal requirements are being met. The coordinator prepares process and budget reports for committee review and legal reporting to outside agencies.	The committee members approve the annual budget and plan, provide the oversight of the process and the budget, and make decisions in reallocation of resources as the plan progresses.

	Staff Development Coordinator's Role	Advisory Committee's Role
Communication	The staff coordinator is the hub for the communication of all information to and from the committee, the administration, and the outside agencies. He or she receives information from and disseminates to various sources, staff, vendors, outside agencies, administration, etc. He or she is responsible for summarizing or determining what information needs to be sent forward. Vehicles for communication may include reports, newsletters, articles for campus publications, letters or memos, and personal contact.	The committee members are responsible for communicating the ideas of the constituencies to the planning process. More importantly, they are responsible for communicating committee decisions, the philosophy of the staff development plan, and the legal requirements to their constituencies.

	Staff Development Coordinator's Role	Advisory Committee's Role
Miscellaneous	To carry out the plan, the coordinator needs to consult with all the key governance bodies on campus to understand and utilize the political processes of the institution. The key role for the coordinator is as a facilitator. He or she facilitates meetings, events, and communication within and among groups. This is the cornerstone of good staff development. In many instances, the coordinator serves as a resource for staff for such things as computer technology and use of software, organizational structure, location of the print shop or rest rooms, and a sense of the mood and pulse of the campus. If the coordinator is responsible for a flexible calendar, there are many more accountability processes to consider. If available, the coordinator is also responsible for supervising the support staff necessary to carry out the program.	The members of the committee provide a sounding board for institutional change. They serve to monitor the pulse and mood of the campus.

Recommended components of a staff development program

There are four major components to a staff development program that operate in a circular manner.



Planning

The planning portion of the program cycle involves the coordination of the committee and the coordinator to determine the needs of the institution and to design activities to meet those needs. To accomplish this, they must have an understanding of the institutional and educational goals. In this stage, typical activities are:

- Providing the survey or needs assessment
- Analyzing the results
- Developing staff development goals and objectives with target dates
- Gaining administrative support and encouragement
- Assuring the inclusion of all

Delivery

The delivery portion of the program cycle includes events and projects that carry out the objectives developed in the planning cycle. In this stage, typical activities are:

- Flex calendar workshops
- Retreats
- Travel and conferences
- Noted key note speakers
- Variety of delivery modes; i.e., intensive one-day events on one theme, workshops spread throughout the year, workshops concentrated in clustered days
- Professional library collection with computer/printer/video tapes of speakers for faculty who were not able to attend

Evaluation

The evaluation portion of the program cycle includes activities that determine the effectiveness of the program. During this portion it is essential to find out whether the

programs are meeting the needs identified in the planning cycle. In this stage, typical activities are:

- Feedback questions
- Formal evaluation
- Input and output cycle
- Acknowledging informal comments

Accountability

The accountability portion of the program cycle includes activities that ensure the expenditures meet the goals and legal requirements. In this stage, typical activities are:

- Designing computer tracking systems
- Maintaining budget accounts
- Filing reports to various agencies
- Disseminating information from assessment and evaluation

Relationship to other SPOD activities

The staff developer will need to identify additional elements that support staff, program and organization development, review institutional policies and practices regarding such elements, and determine best means for ensuring communication and coordination between these elements and the college staff development program. Any of the following activities identified below may exist in some form separate from the program for which the staff developer has responsibility. Often these programs and activities have developed independently from one another and without regard for their impact on other activities or their implications for training and development. By taking a central role in coordinating the college's staff development efforts, the staff developer can help to bring coherence and improved functioning to the whole.

Activities supported by college or district general fund.

Historically, colleges have supported professional development for faculty and staff through a number of programs, activities, and contract provisions. Many of these may be included in the Human Resources Development Plan. Some may be under the purview of the staff developer. Many, such as contract provisions, may not be. You will need to know the nature and scope of such activities, the interface between them and the staff development program, and the extent to which they should be included in the Human Resources Development Plan. Examples are:

- Computer training and support (applications, InterNet)
- Constituent group concerns
  - Management Association and senate
  - Classified staff union(s) and senate

- Faculty association and union
  - Contract provisions for professional development, funding, reassigned time
  - Flex Calendar
- Department budgets for conference and travel
- Flex calendar program
- Gender equity and bias awareness training
- Health and safety training
- Hazardous materials
- Media services - training and support
- New faculty orientation and training
- Professional achievement and growth credit for salary advancement
- Sabbatical leaves

College-wide community building activities.

Many colleges hold Institute Days or required Flex days as part of the staff development program. Additionally, your college or district may hold events that foster a sense of community among all faculty and staff.

- A "Community Dinner" each semester for all employees.
- A health and safety fitness program for all employees with a lunch for participants.
- Halloween parades with prizes.
- An all-employee luncheon to honor employees of the year.

An event that is open to all and promotes inclusion can serve to enhance a sense of community. It is important to see that all such events relate to the attitudes and well-being of all faculty and staff, and hence contribute to the goals of the staff development program.

Technology Development

Technology is creating a new demand on staff development resources. Institutions are beginning to recognize the need for staff to be adept at using all available technologies. It is crucial to coordinate training programs with the acquisition of new equipment and software. In addition to upgrading skills to deal with the technology, staff developers need to provide leadership in showing staff the true potential of technology in the work and instructional setting. There also needs to be coordination with the management information systems (MIS) as they implement new programs on the central computing system.

Projects could include:

- Short, intensive computer application training designed to coordinate with the standard usage on campus.
- E-mail training coordinated with the Computer Information Systems department.
- InterNet utilization.
- Coordination of computer application training with needs of staff.
- Development of templates or standardized procedures in using software.

- Reassigned time for faculty to develop multimedia in the curriculum.
- Exploration of technology in instructional delivery.
- A Technology Resource Center.

Curriculum Development.

Curriculum development may be shared among departments, programs and other groups, with some support requested from staff development. Diversity, educational technology, and "whatever" across the curriculum are topics driving curriculum development. You will need to determine the relationship between curriculum development and staff development at your college. Examples are:

- Addressing diversity — intercultural — multicultural
- Conflict resolution — peace studies
- Environmental education
- Learning communities
- A concept across the curriculum; for example, writing, reading, critical thinking, or computers across the curriculum

External funding sources

Your college may receive external funding for staff development activities from any of several sources. You could ask the fiscal services officer to identify any grants received and review the situation with each person responsible to determine the implications for staff development. Examples are:

- Grants such as Title III and FIPSE (Fund for Improvement of Post Secondary Education) from the USOE in Washington DC
- Grants such as FII (Fund for Instructional Improvement) from the California Chancellor's Office
- Private foundations.
- Your own college foundation.
- National scholarships and fellowships (Fulbright, NSF, Endowment for Humanities)

Sexual harassment training college-wide community building activities.

Any event that is open to all and promotes inclusion can serve to foster a sense of community. It is important to see that all such events relate to the attitudes and well-being of all faculty and staff, and hence contribute to the goals of the staff development program. Examples are:

- Institute or Convocation days
- "Community Dinners" for all employees
- Diversity Days which include staff, students, and outside community members
- Fitness program for all employees capped by a lunch for all who participate
- Receptions
- Retreats
- Recognition events

- Retirement dinners
- Celebrations, such as a 50-year college anniversary

Institutional Program Review/Planning Cycles/Accreditation

While institutional reviews and planning functions are organizational develop activities in the best sense of that term, such activities are usually beyond the scope of responsibility of the staff development officer. It is important to recognize the relationship of such activities and the implications to staff development activities, and for that individual to provide representation and input where appropriate. Such activities might include:

- Accreditation self study
- Program evaluation
- Program planning

Internships, job shadowing, career ladders, and exchanges.

A variety of internship programs are available to college personnel. The most common are the placement of graduate students in a class or program. Internships in business and industry are available to faculty teaching in the occupational areas. Some faculty and staff will undertake an administrative internship for a specific period of time.

Job shadowing includes formal or informal arrangements between individuals where one participates in the activities of the other for a defined time.

Career ladders are often identified for support staff. Support may come in the form of tuition reimbursement and/or release time for course work. Other professional development opportunities might include:

- Community college exchange program
- Mentor programs

Leadership Training/Development

Leadership training and development is important for all constituent groups. There is special leadership training for department chairs or potential chairs. Both the state Academic Senate and Classified Senate sponsor leadership institutes. Other statewide organizations sponsoring such training include ACCCA and CCLC. Aside from state organizations, the following provide trainings relevant to California faculty and staff:

- Chair Academy Leadership
- League for Innovation
- University of Texas
- Women's Leadership (Asilomar)
- Academic Senate Leadership Institute
- Doctoral programs at UCLA and UC Berkeley
- AAWCJC "Leaders" program

Organization Development

The purpose of organizational development (O.D.) is to improve the effectiveness and efficiency of the organization as a whole. This is accomplished by using a specialized process that is designed to keep the organization evolving to meet its goals and the needs of its stakeholders. It is a systematic approach to planned change that addresses process, shared governance concerns, and outcomes goals.

Process goals include achieving improvements in such things as communication, interaction, and decision making among an organizations' members. They focus on how well people work together.

Outcome goals include achieving improvements in task performance. They focus on what is actually accomplished through individual and group efforts. Any of the following approaches may be considered:

- Action and research efforts
- Continuous Quality Improvement or Total Quality Management
- Mediation/conflict resolution
- Interest-based bargaining
- Process consultation
- Team building

Program Development

New program development takes place in instructional, student services, and administrative units. For instance, Staff Development was once a new program. Staff development officers have a role to play in supporting program development. Examples of new and emerging programs are:

- Distance learning
- Changing technology and multi-media,
- Tech-Prep

Recognition Programs

Recognition programs for faculty and staff have an important role in supporting personal and professional development for all college personnel. Such programs may vary from all college recognition awards or events to specialized programs for various groups. The staff development officer needs to be aware of such programs and link the staff development program to them where appropriate.

Section 2: The staff development planning process

Fitting the SD plan into the overall college planning process

The overall staff development plan needs to be an integral part of your college culture. The plan, which is captured in writing as the Human Resource Development Plan (HRDP), states how the staff development program at your college supports the mission and goals of the college. The staff development program should not stand alone, but rather become an integral and vital part of the entire campus operations. This plan should help all staff to better achieve the vision and dreams for the college's future.

Planning Responsibilities within the Scope of the Shared Governance Regulations

The California Education Code, Article 5, Section 87151, established the parameters for the distribution of categorical funds to all districts. To receive funding, the Code requires that each district have a staff development advisory committee composed of administrators, faculty, and staff representatives. This committee, under this Code section, is required to assist ". . .in the assessment of faculty and staff development needs and in the design of the plan to meet those needs."

Initially, the composition and purpose of the committee should be a shared governance decision involving all constituencies. Each local district should then place this committee within its shared governance structure. Since it is an all encompassing committee dealing with all classifications of staff, it should fall under the jurisdiction of the umbrella governance body established by each district (college council, shared governance council) which represents all constituencies. Each constituency (classified, faculty, management) should be responsible for appointing representatives to the advisory committee and providing input regarding the appropriate types of development activities for each group.

As the name implies, the committee is advisory to the process. Once the plan has been developed through the shared governance process, the administrative tasks of carrying out the plan are assigned as defined by the local plan. Selection of the staff development person is done according to the local hiring practices. There are three typical job positions that may perform the staff development administrative duties:

- a faculty member with reassigned time
- a classified person with whole or partial assignment
- a management person with a whole or partial assignment

Section 1 of this handbook clearly delineates the responsibilities of the committee and the personnel responsible for the coordination of the staff development program.

Many institutions further subdivide and establish staff development subcommittees for each constituency. Subcommittees can be established according to activity; e.g., travel and conferences, Flex activities, staff development budget, convocation, and innovation. This is not a requirement under the Education Code and should be a locally determined matter.

Working with the staff development plan

Developing your college's plan

Existing college resources

A plan can include all kinds of dreams and goals. To assess if those visions have been fulfilled requires an evaluation at the end. Being clear about the whole process will enable you to be more clear about how to begin.

In order to prevent many wasted thoughts and processes, begin with a document entitled *Guide to Staff Development Evaluation* (see resource section at end of this handbook). On page 2 of the *Guide*, there is a list of numerous start-up resources. Among the often overlooked resources on your own campus are the college's mission and goals, an accreditation self-study report, academic and classified senate goals, and various campus surveys. Don't go to all the work of developing *one more survey* if such resources already exist on your campus. Save your energy and use existing resources that others have worked long and hard to develop. You can be a hero by providing ways to begin addressing the concerns that others have discovered.

Following more advice from that same *Guide to Staff Development Evaluation*, work with your staff development committee to develop some measurable goals. You may want to develop some short-term one-year goals and some long-term five- or ten-year goals. You may want to broaden your group for one meeting in order to collect numerous ideas for activities to pursue in order to address each goal.

Bonnie Thorene of Napa Valley Community College invited Staff Development persons from neighboring colleges to her Staff Development Committee meeting. The outside resource people spoke about a number of successful activities from their respective colleges. After that, the entire committee brainstormed ideas which Bonnie listed on large poster paper. After the ideas were exhausted, she gave the committee members "sticky dots" which they used to "vote" for the ideas which they felt should receive highest priority. In this way Bonnie received excellent input for her job of developing activities which would address the college goals.

Develop a skeleton document that reflects your college. Double space it and mark it "draft." Take this to your committee for input. Let them study it and provide suggestions for revisions. Then provide a final draft for adoption by the committee.

Develop a clear and honest document, and you will find that it can serve as an excellent working tool for your committee. This same document can serve as a communication vehicle for you as you explain to administration and trustees what the staff development program is all about. And yes, this same document is turned in to the Chancellor's Office to fulfill a requirement as the Human Resources Development Plan.

When developing your Human Resources Development Plan (the HRDP), make it as professional as possible so everyone can take pride in it. Consider the following Table of Contents:

a. Rationale, Background, and Philosophy (list the college mission and goals; write a paragraph, if needed, that comes from the staff development committee)
b. Needs Assessment (reference the surveys that you have located)
c. Goals and Objectives (objectives should be measurable so that you know when you have achieved them)
f. Activities and Time Lines (specific activities should address each of the objectives, a nice chart with an annual time line adds a nice visual touch)
d. Faculty and Staff Development Advisory Committee Structure and Composition (list the names of committee members)
e. Faculty & Staff Development Staff Responsibilities and Assignments (list a short paragraph of staff who support the staff development program and their roles, including yourself)
g. Evaluation and Outcomes (reference the findings from last year's evaluation and state how it affects this year)
h. Budget (describe how the staff development funds are spent)
i. Innovations (include anything you want to brag about)
j. Appendix (include newsletters, surveys, programs, etc.)

Using your college's existing plan

Once your Human Resources Development Plan has been developed, take it to committee meetings and use it as a spring board for discussion. Have it handy for reference. It is extremely useful as a means of starting the planning for any of the previously listed staff development items. For example, use it for your Flex Calendar committee to provide focus. Although "Flex" programs may be funded separately, they should be in alignment with the goals and objectives of the campus-wide staff development program. They should work hand-in-glove with each other. The HRDP should reflect the "whole picture" of staff development on your campus.

At Solano Community College, the Staff Development Committee brainstormed a list of activities that took place on their campus that addressed each of the goals in the HRDP. The list was impressively long and was added as an attachment to the following year's HRDP and was noted as an excellent model of reflecting the "whole picture." (This list is included in the Appendix.)

Some staff development coordinators find the HRDP a valuable means to "protect their pockets." As funding for community colleges continues to tighten, people look at stable pockets of funding such as the AB 1725 funds and attempt to pressure for access. The HRDP can be the funds' protection. The HRDP directs the use of the funding per the guidance of the Staff Development Committee.

Share the HRDP as often as possible. Present the HRDP to the Board of Trustees with an overview of the entire staff development program.

Reference the document at all staff development meetings. It is always helpful to be sure you and your committees are still addressing the goals and objectives initially established. If you are not, then perhaps it is time to adjust the goals and objectives.

Improving your college's plan

The first work of each year for your Staff Development Committee should be that of revisiting your Human Resources Development Plan. Does it still reflect the goals and objectives of your campus? Perhaps you can present segments of the HRDP for review over a series of meetings with your Committee.

Think of new ways to obtain a refreshing input. How about meeting with your college president to see if it needs new direction? What about the Human Resource Manager? What about your Affirmative Action Officer? What about a Deans meeting? The more the HRDP is used, the more it will "live" as a direction for your work.

The California Community College Chancellor's Office in 1995 decided that an annual HRDP was no longer necessary. We now have the option of making a longer three-year HRDP. With that in mind, be careful *not* to put the HRDP in your files and let it become stale. New ways to freshen it are:

1. Present the HRDP to committees that don't regularly focus on it, i.e., Shared Governance
2. Make a formal assessment to see if you have met your goals and objectives; if they *were* truly measurable, it should be possible.
3. Do another needs assessment to see if there are any changes.
4. Always be open for change; a good plan is one that invites flexibility and change.
5. Revise if necessary, and adjust your plans.

Section 3: Program implementation

Needs assessments

There are three reasons for doing a needs assessment which can be shared with your colleagues. For instance, Sacramento City College listed these three reasons in the cover letter which was sent out with their needs assessment survey.

- "You will help the college comply with the requirements of AB 1725 which mandate that such a survey be conducted."
- "It will assist in establishing base-line data which can be used to measure subsequent changes in the campus resulting from increased attention to developmental activities."
- "Your input will make it possible to plan developmental activities that are relevant to your desires and needs. This will insure that the college continues to excel in serving students in the changing times ahead."

There are a variety of ways to conduct a needs assessment. Methods include focus groups, open-ended questionnaires, personal interviews, and review of recommendations from other documents on campus. A written survey using a Likert-type scale[1] is the most commonly used method. Here is an example of a Likert question:

Staff development programs should be presented by outside speakers.

SA A NA D SD

[1] As presented by Lorin Anderson in *Assessing Affective Characteristics in the Schools*, Boston: Allyn and Bacon, 1981, there are eight steps in constructing a Likert Scale:

Step 1: Write or select statements that are clearly either favorable or unfavorable with respect to the underlying affective characteristic.

Step 2: Have several judges react to the statements. These judges should examine each statement and classify it as positive, negative, or neutral.

Step 3: Eliminate those statements that are not unanimously classified as positive or negative (since neutral statements are not acceptable for inclusion on a Likert Scale).

Step 4: Decide on the number of alternative choices to be offered for each statement. (Note: The original Likert scale had five alternatives: SD, D, NS, A, SA.)

Step 5: Prepare the self-report instrument. Include directions. The directions should indicate that the respondents should indicate how they feel about each statement by marking SA if they strongly agree, A if they agree, NS if they are not sure, D if they disagree, and SD if they strongly disagree.

Step 6: Administer the scale to a sample of the audience for whom the instrument is intended. (Note: You should have at least five times as many persons as statements.)

Step 7: Compute the correlation between each statement response and the total scale score.

Step 8: Eliminate those statements whose correlation with the total scale is not statistically significant.

Focus Groups As Part Of A Needs Assessment

Focus groups can be useful at any point in an on-going staff development program when feedback is desired and especially when open-ended discussion is meaningful.

For example, at Golden West College, the Staff Development Advisory Committee lead focus groups as part of their three-year needs assessment process in the 1994 Spring Semester. More recently in March of 1996, the Coordinators of Research Services and Staff Development worked together to facilitate focus groups to follow-up on a required workshop for all employees that provided a report on our campus-wide Climate Study.

There are at least five steps in planning for focus groups:

1. Determining the Purpose and Outlining the Format

Determining the purpose of focus groups is clearly related to the use for the information that will be collected. The focus group expands the needs assessment process beyond a paper-and-pencil instrument provided to all employees. The focus group option is the perfect choice to obtain feedback on a variety of areas. Golden West used the focus groups to determine

- the relevance of the goals of their Human Resource Development Plan,
- the format for their flex days, and
- preferred topics for professional development.

The summarized feedback can immediately and directly influence the revision of the Human Resources Development Plan, the format and workshop topics of the staff development program, including flex days.

The outline for discussion uses the topics on which the committee needs feedback as the main focus. These topics were preceded by an introduction of the facilitator and recorder and purpose of the session. Each session ended with an open-ended time for suggestions and questions about the Staff Development program and process. Sessions can range from 20 minutes to 50 minutes depending on the number of topics in the outline.

2. Identifying and Training the Facilitators

A standardized outline for a series of focus groups is one way to ensure that each group experiences the same process and that all groups have the opportunity to respond to the same topics. Another aspect of standardization involves the facilitators' skills.

To provide standardization among all the focus groups, a team of facilitators should be trained on the process with the staff development coordinator acting as the recorder for all the focus groups. The coordinator then compiles the notes from each focus group and

creates a summary of all of them. Suggested facilitators would be members of the staff development advisory committee trained by the staff development coordinator.

3. Determining and Inviting Participants

Again, the purpose of the focus groups and the use of the information obtained tends to naturally lead to who should be on the list of participants. For example, for staff development purposes, it would be good to invite each major unit within the organizational chart and each governance unit. Send notices to all units identified inviting each of them to schedule a focus group during one of their regular meetings. Give the units a six-week window of time during which the focus groups are to be held. If the focus is broader (e.g., a climate study), it is important to provide an opportunity for campus-wide involvement. In this event, schedule an introduction to the process at an all school required event followed by a schedule of open times that focus discussion will be held in addition to the ones scheduled during regular meetings.

4. Summarizing the Data

Probably the most important factor involved in summarizing the data collected in focus groups is consistency. Consistency can be achieved by carefully following the same outline in each focus group, accurately recording the comments made by participants, and summarizing the information from each focus group as soon as possible following the session. This practice makes combining all the focus group summaries into one report simpler and more time efficient.

A Resource

There are many resources that discuss focus group techniques and facilitator/recorder skills. One such book is entitled *How to Make Meetings Work* by Michael Doyle and David Straus, published by Jove Books, New York. This 1976 resource is skill oriented. Chapters are devoted to both facilitator and recorder skills.

Running effective meetings

In order to create an effectively run committee, members should develop and agree on a set of ground rules and have a clear idea of their role and the task of the committee. Make sure that the meeting space is comfortable and is conducive to conversation. A flip chart to record minutes and committee decisions might be helpful. Training in group process and facilitation will help your committee meetings run more smoothly and be more productive. During the meetings there needs to be an effective agenda with a clear outcome for each agenda item. When discussing each agenda item, facilitation should steer the group to the desired outcome and achieve a satisfactory result. Established time parameters for each agenda item should be honored. If committee members can see the

results of their participation, they will feel a sense of accomplishment and be motivated to continue.

The facilitator or chair should be sure minutes include commitments made during the meeting detailing the task, the responsible party, and the due date. This information is helpful when listed in tabular form or in bold text.

Meeting Agenda

Date, Time, and Room

List of attendees (which can also be used for a distribution or mailing list).

#	TIME	AGENDA TOPIC	PURPOSE	DESIRED OUTCOME
1	2:30	Call to order		Begin meeting on time
2	5 min	Roll Call Approve minutes	Input	Accept minutes with any corrections.
3	1 min	Agenda approval	ACTION	Add any items; clarify times
4	30 min	Review of HRDP	Discuss	Review and update first 2 objectives of HRDP to meet the needs assessment data collected from last meeting.
5	3:00 to 3:10	TIME CERTAIN*: Jim Jones requesting special travel.	ACTION	Vote to approve or deny request.
6	2 min	Meeting evaluation	Input	Identify things that worked with the meeting and things that need change in the future.
7	3:30	ADJOURNMENT		

* TIME CERTAIN items (note agenda #5 example above) accommodates the needs of a guest's schedule. All discussion ceases at that time and continues after the TIME CERTAIN item. This technique is a means of respecting the valuable time of others and provides more efficiency to all.

Promotion and public relations

Experienced marketing people say that if you are able to send a message using *seven* different ways, then perhaps there is a chance the message is heard. In general, educators are not very experienced in the area of marketing. Frequently an educator will say, "I don't understand why no one is here, we put up several posters on campus." Well, most campuses are flooded with written messages (most outdated) which are flagging in the wind. People tend to glaze past most written messages, no matter how cleverly they were done.

Be creative with your marketing approaches. Use more than one approach. Use several ways to say the same thing. Repeat your message so many times that you are almost becoming embarrassed. Here are some ideas.

- Place two or three copies of the same poster or flyer side by side; it may look crazy and sound wasteful, but repetition repetition repetition repetition does work.
- Use *action* words in your messages which prompt people to act immediately. Example, *Call now to make a reservation,* or *Tear off the coupon below and return it today.*
- Use voice mail to the maximum. Establish a distribution list of *all* staff. In one phone call you can leave a message on everyone's telephone extension at your campus.
- Use gimmicks. Invite faculty to a "brown bag workshop" and used a small brown bag as the invitation. Attach a tea bag to a survey asking people to take a break while filling out the survey.
- Consider making announcements at any and all possible related meetings. Help each other out. Ask the presidents of the local bargaining units or senates to help announce staff development programs.
- Design a newsletter. Additionally, provide a quick half-sheet weekly *Speedy Staff Update* listing two- or three-line announcements. This quick news sheet can go to all staff and can be a more timely supplement to the three-times-a-semester more glitzy newsletter.
- Design a calendar. Many colleges that conduct workshops throughout the academic year have printed one-page calendars highlighting events. These calendars can be distributed on a monthly or a semesterly basis.
- Consider where faculty congregate or where they regularly visit. How about establishing a regular bulletin board near the Graphics area or in the lunch room.
- When designing flyers, have something consistent about them so they are easily recognized. Perhaps a logo, or an edge design around the flyer, or a consistent color of paper could identify it immediately as something from staff development. For innovative ideas, analyze the professional flyers that are mailed to us from the outside world.
- The most obvious is to *not overlook* obtaining advice from the college Public Relations Office. Here are the professionals who have all kinds of ideas.

This represents a beginning of many ideas that you may be able to use. Whatever you decide upon, remember to do it often and use several methods to get *one* message across. Begin planning your public relations campaign early, and give enough time for effective publicity. Remember to include ample time for design, duplication, and distribution.

Events and activities coordination: a checklist approach

Various guidelines have been developed to help less experienced persons in putting together conferences and major staff development productions. An excellent guide which has been published recently is *NC^5 Conference Planner* by NC5 (Northern California Community College Computer Consortium). Although the NC^5 publication is specifically designed to meet the needs of a host organization to one of their conferences, the attention to detail and the suggestions for organization are universal. There is much to be learned in their publication. Examples of the details in this planner are:

- Details of the planning process
- Responsibilities of the team behind the scene
- Details of vendor shows
- Conference day details
- Conference follow-up activities
- Sample letters
- Sample budget
- Sample forms for registration and exhibitor reservations
- Sample evaluation

On-site coordination

Planning a campus-wide institutional day, planning a year-long calendar of workshops and activities, or planning a wedding are all similar. Know what you want to accomplish, design a time line and attempt to stick to it, and pay attention to details *and* people's feelings.

Get your committee(s) to begin as soon as the last cycle is over. After reviewing the evaluations of the last event, the first agenda item is to decide upon a theme and possible keynote speaker(s). Assign as much of the work load to others as they are willing to do, keep a list of all their commitments and follow them carefully, then be willing to pick up as many undone tasks as are necessary to get the job done.

Develop a time line of tasks which will not be overwhelming for the individuals working on the program. This time line should clearly indicate the tasks being assigned to the committee as well as the tasks which are done behind the scenes by the staff development coordinator and support personnel. It is important to share this with the committee so they can see how the committee members fit into the entire team as well as acknowledge the work of others.

A Flex Calendar check list can be helpful to people who are faced with the overwhelming tasks involved with a Flex program. Here is a sample which may be helpful. Sit down with your key Flex team and establish such a check list. When the pressure hits, having such a check list helps each person on the team know exactly who is responsible for what task. Use the suggested list below as a foundation or starting point for your own.

FLEX CALENDAR CHECK LIST

Note that the second column in the check list below reflects a count down to the event. (For example, "-5 mos" means five months *before* the event and "+1 wk" means one week *after* the event.)

Month Spring/Fall	Time +/-	Responsible Party	Activity
JAN or AUG	-5 mos	SD Coord	Invite new people to be on Flex Cal committee.
FEB or SEPT	-4 mos	Flex Comm	Committee meetings begin to determine theme, presenters, workshops
MAR or OCT	-3 mos	SD Coord	Input to secretary to begin writing program
APR or NOV	-2 mos	Flex Comm	Committee firming up details of program
MAY or DEC	-2 mos	SD Coord	Send out preliminary draft program to: Division Deans, Management, Secretaries
MAY or DEC	-2 mos	Secretary	Personal Services Contracts done and sent to keynote speakers, etc.
	-5 wks	Flex Comm	Finalize all program details
	-5 wks	Secretary	Memo to Theater re: stage setup and microphone requirements
	-5 wks	SD Coord	Review of TIMES with ALL involved people
	-4 wks	SD Coord	Prepare evaluation form with needs assessment questions
	-4 wks	Secretary	Determine additional Flex handouts and submit to graphics
	-3 wks	Secretary	Room assignments to Community Services
	-3 wks	Secretary	Program cover design and printing
	-3 wks	SD Coord	Cover letter for final program
MAY or DEC	-3 wks	Secretary	Letters to presenters confirming workshops Letter to cafeteria confirming coffee, lunches, breaks, etc.
	-3 wks	Secretary	Letter to Maintenance and Campus Police re: room assignments
	-3 wks	Secretary	Memo to Maintenance re: setup of cafeteria tables
	-3 wks	Secretary	Prepare and put up sign-ups for limited participation workshops and dinner sign-ups in SD office
	-3 wks	SD Coord	Final Flex program and eval form done and to graphics
	-3 wks	Secretary	Send Flex programs to all certificated and management
	-2 wks	SD Coord	Talk to AV guys re confirmation of AV needs
	-2 wks	Secretary	Send letter and program, if requested, to classified
	-2 wks	Secretary	Send to those who didn't receive prior program sent
AUG or JAN	-1 wk	Secretary	Letter and final Flex packet to Chancellor's Office
	-1 wk	SD Coord	Go over every detail of program for final check
	0	Secretary	Set up tables for program pick-ups
	0	Secretary	Distribute additional programs, attendance sheets, evaluations, and whatever extra hand-outs
	0	ALL	FLEX CAL PROGRAM TAKES PLACE
	0	Secretary & SD Coord	Be available for faculty and staff assistance during Flex Cal
	+1 wk	Secretary	Write thank-you letters
SEPT/FEB	+2 wks	Secretary	Gather results of evaluations; compile numbers
	+3 wks	SD Coord	Compile evaluations into a report
	+4 wks	SD Coord	First meeting of new semester; review evaluations; debrief
	+4 wks	Secretary	Send evaluation report to those interested

Off-site coordination

Many times an event is more successful if held off campus. It provides an atmosphere of camaraderie and unity. Further, it discourages participants from slipping away during breaks to do college or personal business.

Choosing a Site

Plan ahead identifying your criteria early. Develop a check sheet such as the following example. *Then* visit the sites and evaluate them using established criteria based on the needs of the event. This is much better than looking at sites, meeting with your committee, then trying to remember what attributes each site had.

Attributes	Site 1	Site 2	Site 3	Site 4
Ambiance (clean, good lighting, good air quality, good view or decorated well, etc.)				
Cost (get the full range of costs from budget to grand scale) Room rental Meals (Are there options available?) Breakfast Lunch Dinner Snacks Audio visual equipment				
Ease of access Disabled access Driving access				
Meeting space Are the seats moveable? Are there a variety of options for seating arrangements? Is there wall space for posting chart paper? Are there enough breakout rooms available for planned sessions? Is the space large enough for the planned sessions?				
Options: What does the facility offer in the way of extras? (recreational, audio/visual packages)				
Guarantee requirements: What are the deadlines for deposits, room lists, meal guarantees?				
Billing procedures: Do they require				

contracts? Can the bill be paid in advance, after the fact, etc.?				
Facility support staff: Does the facility designate a contact person for overseeing all aspects of the event?				

Coordination with the site

Once the site has been chosen, develop a list or chart that clearly indicates the facility needs for each portion of the agenda. Supply the facility with a complete copy of the agenda along with a table or chart of the requirements. Note that the following chart can be useful for both college staff and conference site staff.

Activity	Time block	Room set up requirements	Audio visual/ Equipment requirements	Special requirements
Opening session	8:30-10 a.m.	Theatre style, aisle up the middle. Podium on a riser with small side table for notes, light on the podium. Water station in rear of room	Wireless microphone Overhead projector and screen Piano	Wheelchair access Assistance for a person who is hearing impaired.

In the event of overnight events, a rooming list is usually required from a month to two weeks ahead of the event. Make sure the number of rooms are accurate. The following is a sample of a possible rooming list

Room 1 (two queen size beds, non smoking)	Jane Doe Mary Kay
Room 2 (two queen size beds, non smoking	Bill Brown John Edgar
Room 3 (One King size bed, smoking	Gary Jay
Total number of rooms	**3**

Develop a packing list of materials to be taken to the event. This could include handouts, overheads, videos, supplies that are coordinated to the activities. Supplies to consider are:

- First aid kit (including aspirins, pain relievers, decongestants, band aids, antacids)
- Flip chart paper
- Easel stands
- Marking pens
- Masking tape
- Name tags
- Clear overhead transparencies

Each container should be clearly labeled on the outside with the specific details of the its contents. The items should be organized in the order of use according to the agenda.

One person should be designated to work with the facility during the event. This person would be watching to ensure that the facility is set up according to original specifications.

Evaluation

Evaluation of your staff development program is crucial. How else would you know if you are "doing things right," much less doing "the right things"? It is important to plan your evaluation *while* you plan your program — it is not something you tack on at the end so that you can be "accountable." You should have goals in mind every time you plan a staff development program — *that* is the time to determine how you are going to assess their attainment.

We are moving more and more to an age of "accountability." The public, the legislators, and ***we*** want to know "Does what we do *matter?*" Having solid, measurable behavioral objectives will help us answer this question. There was a time when we did not worry much about evaluation. It is not that it did not matter — we just did not *do* it. Then ... slowly ... we began to "count" things. How many programs did we offer? How many people showed up? It was a start, but far from what we needed.

Cindra Smith, Director of Trustee and Staff Development at CCLC, and Barbara Beno, President of Vista College, have written an excellent monograph *A Guide to Staff Development Evaluation* which really advanced the evaluation technology. It was so effective that 4C/SD and NCSPOD have co-published it with CCLC, and it was published in the national publication of *Journal of Staff, Program and Organizational Development* (Volume 12, Number 3).

You should be sure to obtain a complete copy of their work. Here are highlights of the four levels of evaluation:

Participant Reaction. At the end of a workshop, seminar, or activity the participants are asked for *feedback*. Participants are asked what worked, what did not work, what would you change, etc. This is *necessary* for good evaluation, but far from *sufficient*.

- Were the topics and subjects presented relevant?
- Were the presenters well informed and organized?

Learning. After the activity, measure the change. Do the participants now *know* something? Can they *do* something that they could not do before? Will they commit to make changes in their behavior? This is about the best you can do at the *end* of the training. The next two levels of evaluation require *longitudinal* evaluation — that is, you have to check back *later*.

- Did you learn new information at the activity?
- What was the most useful thing you learned from the activity?

Behavior and Attitude Change. Check back a month later or a semester later to *see if behavior has changed.* Have faculty incorporated a teaching technique into their instruction? Do classified staff demonstrate better customer service? Does the administration share governance better?

- What changes have you made on the job?
- What measures of accuracy have been improved since learning a new skill?

Impact on the Institution and Achievement of College Goals. This is the *ultimate* level — true accountability. This means *student and institutional outcomes.* Does what we offered last Flex Day mean that students learn more, learn better, or learn faster? Does the college truly work better? This should be our ultimate goal, but it is *very tough to measure.*

- Is morale increased among college staff over time?
- Are students learning what they want and need to learn?

Record keeping

One of the beauties of the legislation behind AB 1725 is that individual colleges were provided with the latitude to make many decisions about how their staff development programs operate. This individuality, however, can also provide frustration to a newcomer to staff development. Many new people look for *absolute* rules for guidance, and there are none. This area of record keeping is a good example.

There exists a wide range of systems for keeping staff development records. Some colleges choose to keep very close control of the records and can justify employing a staff member just to keep track of staff development expenditures and workshop attendance. Often these colleges will track every hour of attendance and may "dock" wages for insufficient hours. Sophisticated computer programs have been devised to monitor attendance and budgetary concerns. Tony Wren at Butte College has developed a very nice package that runs on FileMaker Pro using a Macintosh computer. With it you can develop a tracking system, a full program schedule, a room usage chart, individual workshop sign up sheets, and more. You can use all of it or just parts that you need. A similar Flex package has been developed for use with PCs which is called FlexPro and is available through Modesto Junior College.

The opposite extreme consists of colleges that delegate the responsibility of record keeping to Division Deans who keep track of their own faculty members. Contracts between the Division Deans and each faculty are kept on file, and each faculty member is on an honor system to conform to the contract. Some colleges have the Faculty Development Committee randomly select a sampling to actually verify attendance at activities. If non-compliance is discovered, then the records are referred to administration.

You need to decide on a system that works for you and also works for the administrative "personality" of your college. Take care, however, not to let yourself become bogged down with clerical tasks that can detract you from the delightful and challenging role of being that powerful change agent who can truly cause staff to grow in new and wonderful ways.

Section 4: State Rules and Requirements*

Overview of State Role

Staff development is one of those functions which originally was left entirely to the local level, until the State got involved as a result of legislative initiatives sponsored by various groups. Even today, reports from the districts show that the majority of staff development funding comes from local sources or sources other than the State; however, State allocations serve as crucial seed money and State requirements often define how programs are structured.

The first state-level program to support staff development in the community colleges was the Fund for the Improvement of Instruction (FII), created by 1977 legislation. Modeled after similar funds at the university segments, FII is a competitive grant and loan program that supports innovations in teaching methods or materials. It is funded at $736,000 annually for grants with a pool of loan dollars available.

What is now the State's largest investment in staff development, the Flexible Calendar program, began in the 1970s as a pilot project, and achieved its present form through legislation in 1981. Flex calendar allows up to 15 days of the instructional year to be used for staff development purposes without any loss of apportionment to the college. The number of colleges using flex calendar grew steadily during the 1980s, especially after the adoption of AB 1725, until now there are 99 colleges with Flex days, averaging about six Flex days a year. The potential apportionment value of the time used in Flex activities is close to $90 million.

In 1984, the Community College Vocational Education and Technology Instructor and Counselor In-Service Training Program was created by legislation. This competitive grant program sponsors vocational faculty to take internships in industry or intensive course work to update their familiarity with new developments in their fields. The program is now funded as part of the system's Economic Development initiative, at $1 million a year.

After trying to put through individual bills for several years, faculty organizations were finally successful in getting a major new categorical fund for staff development incorporated in AB 1725, the major reform bill of 1988. This was the Community College Fund for Faculty and Staff Development, now funded at $5,233,000 annually. Unlike the earlier competitive grant programs, the "AB 1725" staff development allocation is made entirely on the basis of a district's Full-Time Equivalent Students (FTES). Although there is no application process, there are specific reporting and planning requirements.

* Section 4 was written by Charlie Klein, of the Chancellor's Office.

Around the time of AB 1725, both the California Postsecondary Education Commission (CPEC) and the Chancellor's Office undertook studies of the need for faculty and staff development. These studies provide a background to the State's interest in supporting staff development programs, and indicate that the overarching priorities for activities supported by State resources are:

- improvement of undergraduate instruction;
- advancement of ethnic and cultural diversity; and
- long-range institutional planning and improvement.

Later initiatives by the Board of Governors, such as the Commission on Innovation report (1993), have added these additional priorities to the list:

- training in applications of new technology; and
- training in alternative teaching methods to reach students with different learning styles.

Where to Find State Rules

Like almost every aspect of community college operations, faculty and staff development is affected by some State rules, requirements, and interpretations.

Statutes

Statutes are laws adopted by our elected representatives in the Legislature. The most important statutes for purposes of this handbook are Education Code Sections (ECS) 87150-87154, which define the "Community College Faculty and Staff Development Fund." These sections were added by AB 1725. They are reproduced as an appendix to this section.

Another important statute is ECS 84890, which authorizes community college districts to operate flexible calendar programs. The Education Code used to spell out the rules regarding flex calendar in detail; but, in 1990, as part of an attempt to streamline the law, all the detailed rules were repealed from statute and instead adopted as regulations, leaving just this short authorizing section in statute.

Another relevant article of the Education Code governs the Fund for Instructional Improvement: ECS 84381-84384.

Although the vast majority of statutes affecting community colleges are part of the Education Code, some other codes contain provisions that staff development coordinators might need to know about. For instance, the Government Code contains the laws relating to conflict of interest (GCS 87100-87500) and collective bargaining for educational employees (GCS 3540-3549).

Regulations

Regulations are laws adopted by administrative officials, such as the Board of Governors of the California Community Colleges. They are collected in the California Code of Regulations, of which the part under the Board's authority is Division 6 of Title 5.

The most important regulations for staff development coordinators are those dealing with flexible calendar, Title 5 Sections 55720-55732. These regulations are reproduced as an appendix to this section.

There are also some regulations covering the Fund for Instructional Improvement. Title 5 Sections 56650-56684.

The Board of Governors has not adopted any regulations on the Faculty and Staff Development Fund, although it could do so in the future.

Advisories

The Human Resources Division of the Chancellor's Office will issue a "Faculty and Staff Development Advisory" from time to time, as part of its newsletter, *Human Resources Communiqué*. The first such advisory was issued in September 1994. The advisories represent the Chancellor's Office staff interpretation of law and how the law will be applied operationally, as well as sometimes pointing out resources or informing about common practice.

State Reporting and Approval Requirements

Community College Faculty and Staff Development Fund

There are three documents that must be submitted in order for a district (or college) to qualify for an allocation from the AB 1725 fund. Colleges or districts that do not fulfill these requirements will have their staff development allocation deducted from their general State apportionment. These three documents are:

- prior year expenditure report,
- prior year activities report, and
- current year Human Resources Development Plan.

1. Expenditure Report

Expenditure report forms are distributed in the summer and are due by November 1. The data collected are used by the Chancellor's Office to project staff development resource needs and compare expenditures in different categories and districts. Information on this form should be reconciled with information reported by the district on CCFS-311, the Annual Financial and Budget Report, which is submitted to the Chancellor's Office Fiscal Services unit.

For multi-college districts, reporting may be done by individual colleges, or the district may submit a single unified report. If separate campus reporting is used, and an allocation is reserved for the district office, then a separate report form should also be submitted for the district office. It is recommended that the expenditure reports for all campuses of a multi-college district be reviewed by someone at the district office to ensure similar reporting conventions, and to check that the total of the AB 1725 allocations reported on the individual campus forms adds up to the district's entire allocation from the Faculty and Staff Development Fund (that is, the "AB 1725 fund"), as specified in the first principal apportionment.

Expenditure data are required both for the AB 1725 funds, and for all other funds, from whatever source, spent on staff development activities. (Except for out-of-pocket expenses by individuals.) When exact figures are not available for other funds, estimates may be made. ***See Appendix 2 for an example of an expenditure report.***

A figure or a zero should be entered in <u>every cell</u> of this form; it is not acceptable to simply leave rows or columns blank. Persons completing the form should carefully check the arithmetic.

Aside from arithmetic errors, the most common error on this form is for the figure in row (c) of the upper block, "AB 1725 Staff Development Allocation Funds Expenditures," to fail to match the figure in the "Total" cell of the "AB 1725 Staff Development Allocation Funds" column in the lower block. These two must be the same.

2. Faculty and Staff Development and Flexible Calendar Activity Summary

Activity summaries are also due on November 1. Reporting of activities under the AB 1725 staff development fund and under the flexible calendar program was combined on one form for the first time in 1994. Staff development activities supported from other sources must also be summarized.

As with expenditure reports, reporting should be done for the organizational level—district or college—that best reflects the local administrative structure for the program, but if separate campus reports are prepared, then a report should also be prepared for the district office.

Fourteen standard categories of activities are designated for reporting purposes; these categories are drawn mainly from a contracted study of faculty development that was done prior to AB 1725. Persons completing the activity summaries should place the number of the standard activity category next to the description of the activity in the leftmost cell of the report form. The source of support for the activity should be checked in the "Support" columns. Many activities have more than one source of support. The number of faculty, administrators, and classified participating should be indicated if available; if not, the categories of participants should simply be checked.

The biggest problem with activity summaries has been lack of specificity. (The second biggest problem is *too much* specificity.) The exact amount of detail that should be provided is a matter of local discretion, but some reasonable level of detail is required. That is, it is unacceptable simply to report, for example, that the college held workshops, sponsored travel, and maintained membership in professional organizations. These are *categories* of activity, but they do not explain what the activity itself actually was. It is mandatory to give names, if not of all workshops, then at least of an illustrative sample, and so forth for travel, memberships, and the other categories.

Attachments should be used whenever available. It is strongly urged that printed flex calendar programs be provided along with the summary report. The summary form would then simply list, for example, "Item 1—Flex Workshops—see attached flex week materials." The activity summary form and instructions are reproduced as an appendix to this section.

3. Human Resources Development Plan

A Human Resources Development Plan (HRDP), often called simply a staff development plan, is required for every campus which receives an AB 1725 staff development allocation. A copy of the plan must be submitted to the Chancellor's Office on the date notified by the Chancellor's Office which is typically in October.

In a multi-campus district, a single plan may be prepared for the entire district, or individual college plans may be prepared. If individual plans are prepared and an allocation is reserved for the district office staff, a plan must also be prepared for the district office. If a single plan is adopted in a multi-campus district, it must address the needs of each campus, as required by Education Code Section 87151. This means each site for which an allocation is reserved. Similarly, the number of advisory committees in a multi-campus district is a matter for local determination, provided the needs of each campus are addressed.

From 1988 through 1993, colleges were required to submit a new HRDP each year. In 1993-94, for the first time, recertification of the previous year's plan was permitted, provided the previous year's plan met the minimum requirements. For 1994-95, all campuses are again required to have a new plan, but it may be prepared as a three-year plan, so that in 1995-96 and 1996-97 it will be possible to recertify rather than make a new plan. However, some colleges or districts may wish to prepare a new plan in these years because of changing staff development needs or structures, and they may certainly do so despite the fact that they are not required to do so by Chancellor's Office procedures.

Listed below are the elements which are mandatory for inclusion in each plan. Other than these mandatory elements, districts have substantial flexibility in the content of their plans; however, a brief supplementary list of "suggested elements" is also included in the hope that it may be useful. Inclusion of any of the "suggested" elements is optional, and of course, other elements may be added if desired.

Mandatory Elements for HRDPs

1) Name, title, and telephone number of person responsible for coordinating faculty and staff development.

2) Description of advisory committee composition, to include administrators, faculty, and staff.

3) Description of process and results of assessment of faculty and staff development needs. The advisory committee must participate in this assessment. For a multi-year plan, a discussion must be included of how assessment will be conducted for each year.

4) Description of ways planned to meet the assessed needs. The advisory committee must participate in this planning. For a multi-year plan, a discussion must be included of how assessed needs will be met for each year.

Suggested Elements for HRDPs

- Rationale, background, and/or philosophy.
- Goals and objectives.
- Specific activities and schedules.
- Methods of evaluation and expected outcomes.
- Projected budget.
- Coordination with other programs and linkages with other institutions or agencies.
- Innovations.

Examples of plans that meet all requirements are available on request from the Chancellor's Office.

Flexible Calendar

An excellent summary of questions and issues about flexible calendar is contained in a booklet published by the statewide Academic Senate, called *Guidelines for the Implementation of the Flexible Calendar Program* (April 1993). This section contains only a brief mention of various requirements.

1. Local Record Keeping

Pursuant to the Title 5 regulations, a college on flex calendar must establish individual "agreements" with each faculty employee who is substituting flex activity for time that would otherwise be spent in the classroom or performing teaching-associated duties. The individual agreements must specify the number of flex hours the employee is obligated to perform. The district must also keep records on the type and number of flex activities

conducted, and how many employees participated in each activity or type of activity (Title 5, Sections 55726, 55730).

2. Academic Calendar and Apportionment Adjustment Reporting

Each year districts must file the Academic Calendar form (Form CCFS-AC) with the Chancellor's Office Fiscal Services unit. This form specifies days during the academic year which will be counted as flex days for apportionment purposes. Regardless of whether these are dates when scheduled flex activities are actually taking place on campus, they are days deducted from the mandatory 175-day instructional year, for which an equivalent amount of instructional improvement and faculty development activity must take place at some time during the year.

For daily census and positive attendance courses, an additional form must be filed if there are any flex hours incurred by instructors of such courses. That form is the Faculty Contact Hour Adjustment to Full-Time Equivalent Students (Form CCFS-320F).

3. Initial Program Approval

At the time this chapter was prepared, 99 colleges were already approved for flex operations; therefore, there will not be many new applications for initial approval. Consequently, the Chancellor's Office no longer provides a standard form for initial approval, but works with each such college individually. In general, the information required, which may be provided in a letter from the chief executive officer or chief instructional officer, will include:

1) The existing academic calendar configuration (prior to flex).

2) The proposed academic calendar for subsequent years (after adoption of flex). There must be an indication that instructional days (including final exam days) and flex days combined will total at least 175 in each academic year.

3) The process for and results of a survey of staff, student, and instructional improvement needs in the district; and provide a plan of activities to meet the identified needs. A copy of any survey instrument that has been used should be attached.

4) The composition of the advisory committee on instructional improvement activities.

5) The name, title, and telephone number of an individual who will serve as the flex calendar coordinator.

6) The dates of scheduled flex activities for the ensuing year, if known. If not yet determined, a statement to that effect.

7) The date the district board of trustees approved the application for a flex calendar schedule.

4. Annual Program Recertification

Starting with 1994-95, annual re-approval for continuation of a flex calendar program was substantially simplified, to a brief one-page recertification form. This form (reproduced as an appendix to this section) requires a certification that the college is in compliance with the requirements of regulations, and requires minimal information: the name and telephone number of a flex coordinator, and the dates of scheduled flex activities. From this information, a statewide list of coordinators and flex dates will be prepared and distributed by the Chancellor's Office to all flex coordinators, staff development coordinators, and chief instructional officers.

Starting with 1995-96, an opportunity will also be provided, along with the recertification form, for colleges to provide an announcement of any flex events for the following year which they are willing to have persons from other colleges attend, and this information will be compiled and distributed along with the list of flex coordinators and dates.

5. Prior Year Activity Reporting

Flex activity reporting is required under provisions of Title 5. Since the 1993-94 reporting year, it has been combined with AB 1725 Faculty and Staff Development Fund reporting. Please see the section on "Faculty and Staff Development and Flexible Calendar Activity Summary" for a discussion of the reporting format.

Because the "Activity Summary" form came into existence specifically to meet the accountability requirements of the AB 1725 fund, some people are not yet familiar with the fact that activity reporting is actually required for all staff development activities, whatever source they may be supported from. In particular, flex activity reporting is required under Title 5, Sections 55728 and 55730. Colleges are urged to provide a copy of their flex announcements or schedules for the prior year.

Colleges are not required to send to the Chancellor's Office a copy of the current year's flex announcement or schedule unless there is something in it they particularly wish to share with others in the system, in which case the Chancellor's Office will attempt to help spread the word by informing participants at events or meetings, and through publications such as the *Human Resources Communique*.

Governance and Staff Development

Coordinators and others involved with faculty and staff development should be aware of the several governance mandates that bear on this function. A responsive and knowledgeable staff development coordinator is the key to making sure these governance arenas are all acknowledged.

In the first place, AB 1725 established a requirement for a staff development committee for each "campus" (i.e., each site which receives an allocation). Local processes will decide whether a separate committee is necessary for a particular site or whether the needs of that site can be addressed by a committee on a larger organizational level. The staff development committee must include representatives of faculty, classified staff, and management. The committee must participate in assessing staff development needs and planning ways to meet those needs. These requirements are statutory. The staff development committee should be the paramount governance mechanism for allocating the AB 1725 staff development funds and approving or disapproving uses of the funds.

The decisions of the staff development committee should ordinarily be decisive in the use of AB 1725 funds; however, the local governing board has the final legal authority, within the parameters for the use of the funds set forth in the Education Code.

Secondly, in collective bargaining districts, the collective bargaining agent has a legitimate interest in staff development issues, particularly those (such as sabbaticals) which are construed as benefits of employment. This collective bargaining interest is particularly applicable to non-AB 1725 funded activities, inasmuch as AB 1725 provides for a different, specific avenue of decision-making — the staff development committee. However, collective bargaining agents may legitimately expect to have appointments to the staff development committee, and of course, flex calendar schedules are negotiable.

Thirdly, pursuant to Title 5 governance regulations (Section 53200), one of the areas in which local academic senates have "collegial consultation" rights is "policies for faculty professional development activities." So senates, too, have a legitimate expectation that they will play a role in staff development issues and should have representation on the staff development committee.

Finally, for non-faculty staff (classified and management), there is a requirement in Title 5, Section 51023.5, that the selection of representatives on committees shall generally be made by the employee organizations representing the affected groups. Through this authority, the classified bargaining agent and/or classified senate, and the managers' organization (if there is one) have a legitimate expectation of representation on the staff development committee.

Accommodating all of these complex and sensitive governance mandates should make life interesting for the staff development coordinator.

Chancellor's Office Contacts

Chancellor's Office staff will be happy to assist by providing forms, models, and answers to questions whenever we can.

Following is a table of staff members to contact for questions or requests related to various matters.

Staff Member	Area of Responsibility
Charlie Klein, Specialist Minimum Qualifications & Employment Issues (916) 445-4236 cklein@cc1.cccco.edu	• AB 1725 staff development fund • Flexible Calendar program requirements and rules • Faculty and staff development issues generally
Judith Frith Human Resources Office Technician (916) 445-2914 jfirth@cc1.cccco.edu	• Copies of forms and publications
Helen Simmons, Program Assistant Fiscal Services (916) 327-6225 hsimmons@cc1.cccco.edu	• Academic Calendar Reporting • Flex Apportionment Adjustment
Juan Cruz, Specialist Curriculum & Instructional Resources (916) 327-2987	• Fund for Instructional Improvement
Teresa Parkison, Program Assistant Economic Development & Vocational Education (916) 322-6292	• Work Site Experience for Vocational Faculty, Counselors, and Placement Staff • Technical Instructor Intensive In-Service Training

The address for all Chancellor's Office staff is:

California Community Colleges
1107 Ninth Street
Sacramento, CA 95814

Human Resources unit fax number: (916) 322-2798
Chancellor's Office general fax number: (916) 323-9478

Section 5: Resources

Staff, Program, and Organization Development Organizations

ACCCA (Association for California Community College Administrators)

This professional organization for system administrators has a Management Development Commission which focuses on professional development needs.
Contact: Susan Bray, ACCCA office (916) 443-3559.

Academic Senate (for California Community Colleges)

This is the organization for faculty academic and professional matters. The Faculty Development Committee co-sponsors conference presentations and other activities such as Great Teachers Seminars, annual Institute for Faculty Leadership, and professional development workshops with FACCC.
Contact: Academic Senate office (916) 455-4753

CCLC (Community College League of California — formerly CACC or California Association for Community Colleges)

CCLC represents the interests of the member groups (CEOs, Trustees, ACCCA) through policy analysis, information dissemination, research and athletic coordination. It also sponsors and co-sponsors staff development events such as the state-wide Great Teachers Seminars and Classified Leadership Seminars as well as Commission-sponsored regional workshops. The CCLC Commissions involve faculty, staff, administrators and trustees in state-wide issues.
Contact: Cindra Smith or Janice Boatwright (916) 444-8641.

Chancellor's Office (for California Community Colleges)

The headquarters for our community college system frequently changes. As of September 1995, there are four areas that deal with faculty and staff development. These are:

Faculty and Staff Development Office: This office develops the process for disbursing staff development funds and evaluates how they are used. It supervises a state-wide study that furthers these goals.
Contact: Charlie Klein, Chancellor's Office (916) 445-4236.

Faculty and Staff Diversity Office: This office is responsible for overseeing the implementation of the system-wide staff diversity goals mandated by AB 1725.
Contact the Vice-Chancellor's Office (916) 445-1606 which also administers the Faculty and Staff Development Office (above).

Flex Calendar Office: Over 90 colleges now use this staff development delivery system.
Contact: Charlie Klein, Chancellor's Office (916) 445-4236.

4) Fund for Instructional Improvement (FII): This fund disburses approximately $750,000 annually to support local, regional, and state-wide projects that focus on teaching improvement and innovation. More funds are being sought for future years.
Contact: Juan Cruz, Chancellor's office (916) 327-2987.

Classified Senate

This new state-wide organization demonstrates classified staffs' emergence as *full* partners in our California community college governance. The Senate co-sponsors two leadership seminars with CCLC each year and is developing more programs to help local Senates and staff improve their professionalism.

FACCC (Faculty Association for California Community Colleges)

This group is the Sacramento legislation and lobbying unit for California community college faculty. Many of the recent legislative advances for our community colleges are a result of FACCC's efforts. It has a faculty development committee and is the sponsor of the workshops co-sponsored with the Academic Senate.
Contact: Carla Lehn (916) 447-8555.

4C/SD (California Community College Council for Staff Development)

This organization is composed of staff development officers and committee members from all segments of our California community colleges. It typically sponsors 8 to 12 regional workshops each year and two-state-wide conferences — one is typically a pre-conference before CCLC's conference in the Fall. The major 4C/SD conference is held in the Spring.
Contact: Denise Wilkerson (916) 444-8641.

NCSPOD (National Council for Staff, Program, and Organization Development)

This is the national community college professional development organization. It sponsors an annual convention and several regional workshops. Staff development materials are also available.
Contact: Sharon Ratliffe, Golden West College (714) 895-8180.

NISOD (National Institute for Staff and Organization Development)

This national organization publishes regular Innovation Abstracts and sponsors an annual conference on teaching excellence and another on administrative leadership.
Contact: Susanne Rouche, NISOD Director, University of Texas, Austin (512) 471-7545.

POD Network (Professional Organization Development Network)

This unit has both two and four year institution representatives. It publishes professional development materials and sponsors an annual conference.
Contact David Graf, Iowa State University (515) 294-3808.

Materials

Essential Materials

How to Grow Your Own Staff Development Program

This start-up monograph was written by Mike McHargue of Foothill College with two former NCSPOD Presidents Helen Burnstad and Cindy Hoss. It provides a good assessment form to determine your current status, a step-by step guide to program development, and a strong set of materials and bibliographic references. This will be a crucial companion document to the one that you are presently reading. Contact NCSPOD National Office, 4 Computer Drive West, Albany, NY 12205, Phone (518) 446-0367, FAX (518) 437-9098.

Guide to Staff Development Evaluation

This is the excellent monograph mentioned earlier in the evaluation section which was written by Cindra Smith and Barbara Beno, March 1993, published by the Community College League of California, .2017 O Street, Sacramento, CA 95814
Phone (916) 444-8641, FAX (916) 444-2954.

Guidelines for the Implementation of the Flexible Calendar Program

This handbook was the result of a year-long of the state-wide Academic Senate's Faculty Development Committee, which was led by Jo Sumner. It was adopted by the California Academic Senate, and 4C/SD. It does an excellent job of turning the AB 1725 Flex rules into *practical* guidelines. Many colleges have developed or modified their Flex regulations based on this useful and well used document. Contact the Academic Senate for California Community Colleges, 1107 9th, Sacramento, CA 95814.
Phone (916) 445-4753.

***InterAction* newsletter**

This quarterly newsletter published by 4C/SD is a crucial vehicle for keeping up to date with current staff development events. There are good articles, good updates, good ideas from regional meetings, good humor, and good planning which provide input to our many staff development opportunities. Contact 4C/SD, c/o Denise Wilkerson, 2017 O Street, Sacramento, CA 95814
Phone (916) 444-8641, FAX (916) 444-2954.

Staff Development Contacts Directory

This directory is updated annually with information from all California community colleges. There is a listing of all staff development coordinators and their phone numbers,

FAX numbers, and e-mail addresses. Additionally, it contains staff development program highlights for each college. Contact 4C/SD, c/o Denise Wilkerson, 2017 O Street, Sacramento, CA 95814. Phone (916) 444-8641, FAX (916) 444-2954.

Interesting Materials

4C/SD Staff Development Survey

For the past four years, 4C/SD has conducted a Fall Survey to gather information about the status of programs throughout California. Your prompt participation helps provide the data which reveals important ideas and comparisons. Watch for the survey in the mail, and then watch for look forward to the results which are announced in the 4C/SD *InterAction* newsletter.

InfoNet

This is the computer information network and bulletin board that provides information on a wide range of issues. A Staff Development section includes a resource guide. This houses the new *Teaching* Innovations on-line publication and a public staff development discussion area. See Appendix for "How to Connect to InfoNet."
Contact: Bob Gauvreau, System Administrator, Modesto Junior College (209) 575-6498.

Internet

Having access to e-mail interaction on the Internet to your colleagues throughout the state and nation is extremely valuable. More than that, having access to the World Wide Web provides an incredible wealth of information and resources. While on the WWW, check out College of Marin's award-winning home page done by Jim Locke.

NCSPOD Network

This is the quarterly newsletter of the national staff development organization NCSPOD which is their version of 4C/SD's *InterAction*. It is useful for keeping up on national events, and its regional reports provide ideas for staff development and Flex programs.

NC^5 Conference Planner

A document published by the Northern California Community College Computer Consortium (NC^5), a group of community college educators offering self-help in the study of microcomputers and their application to education. It contains suggested how to's and forms for organizing their fall and spring conferences including establishing a planning team, developing a planning schedule, preliminary conference planning steps, planning meeting agendas, conference materials, and follow-up activities.

Newsletters

Several of the organizations noted here have newsletters which often publish lists of upcoming staff development opportunities. They include ACCCA's *AdCom*, Academic Senate's *Rostrum*, CCLC's *News*, FACCC's *FACCCTS*, and 4C/SD's *InterAction*.

NISOD Innovation Abstracts

NISOD members receive weekly copies of one-page, back-to-back teaching innovations. These are excellent ideas to share with your faculty and to provide ideas for workshops. NISOD publishes other periodic documents as well, all available to members (in multiple copies) for free and to non-members for a price.

Teaching Innovations

Carole Jarrett of Solano College and Charles Miller of Santa Rosa Junior College wrote and obtained an FII grant which funded a consortium of staff development coordinators to develop this unique publication. For more than 15 years Cindra Smith and Mike McHargue had been collecting the one-page "innovations" from participants of Great Teaching Seminars. The consortium selected and edited the "top 200" teaching innovations from a collection of over 2,000.

>>The final publication *Teaching Innovations* is available for $15 through Solano Community College Bookstore, 4000 Suisun Valley Road, Suisun, CA 94585. And, the collection is available for *free* through InfoNet and Internet. Here is a growing collection of innovations which will provide good ideas to share with your colleagues. Charles Miller (707 527-4287) has made a commitment to be the manager and 4C/SD resource person for the on-line menu with InfoNet.

Why Have a Meeting?

Various sources of techniques for conducting an effective meeting has been neatly compiled by Jo Sumner of Sierra College (916) 789-2631.

Good things to read

Angelo, Thomas A., editor. *Classroom Research: Early Lessons from Success, New Directions for Teaching and Learning.* San Francisco, CA: Jossey-Bass Publishers, 1991.

Arthur W. Chickering and Zelda F. Gamson, editors. *Applying the Seven Principles for Good Practice in Undergraduate Education, New Directions for Teaching and Learning.* San Francisco, CA: Jossey-Bass Publishers, 1991.

Beckhard, Richard and Reuben T. Harris. *Organizational Transitions: Managing Complex Change.* Reading, MA: Addison-Wesley, 1977.

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Bergquist, William H. *The Four Cultures of the Academy.* San Francisco, CA: Jossey-Bass, 1988.

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Berne, Eric, M.D. *The Structure and Dynamics of Organizations and Groups.* New York, NY: Ballantine Books, 1963.

Birnbaum, Robert. *How Colleges Work: The Cybernetics of Academic Organization and Leadership.* San Francisco, CA: Jossey-Bass, 1988.

Bolman, Lee G. and Terrence E. Deal. *Reframing Organizations: Artistry, Choice and Leadership.* San Francisco, CA: Jossey-Bass, 1991.

Bovee, Thill, Wood, and Dovel. *Management.* New York: McGraw-Hill, Inc., 1993.

Brass, Richard J., editor. *Community Colleges, The Future, and SPOD.* Stillwater, OK: New Forms Press, Inc., 1984.

Centre for Curriculum and Professional Development. *Instructional Presentation Skills Workshops.* Victoria, British Columbia.

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Gottshall, David B. *The History & Nature of the National Great Teachers Movement.* Glen Ellyn, IL: College of DuPage, 1993.

Grainer, Larry E. "Patterns of Organization Change," *Harvard Business Review,* May-June 1967, pp. 119-130.

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Juran, Joseph. *Quality Control Handbook.* New York, NY: McGraw-Hill, 1974.

Kanter, Rosabeth Moss. "The Middle Manager as Innovator," *Harvard Business Review,* June-August 1982, pp. 58-61.

Kanter, Rosabeth Moss. *The Change Masters: Innovation for Productivity in the American Corporation.* New York, NY: Simon and Schuster, 1983.

Kotter, John F. and Leonard A. Schlesinger. "Choosing Strategies for Change," *Harvard Business Review,* March-April 1979, pp, 106-114.

Kouzes, James and others. "Shared Values Make a Difference: An Empirical Test of Corporate Culture," *Human Resource Management,* Vol. 24, Fall 1985.

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Grants and other means of supplementing SD funds

Staff development programs overlap many areas, and the most profitable overlap can be grants. Existing grant programs on your campus are often overlooked as a means of complimenting existing staff development programs. Here are a couple of ways to expand your existing SD program.

Existing grants on your campus

First, check existing grants. You may want to approach your Fiscal Affairs office. An individual there probably is assigned to monitor outside grants. Ask if you can browse through his or her grant files — after all, they *are* public documents. Look for budget items that indicate staff development funding. Then reference the text portion and locate their plans for spending that money. Perhaps you can approach the individuals who wrote the grant to see if you can work together to maximize the use of those funds. For example, if a resource person is being brought to the campus, why not open up the program for a larger audience. Maybe you can volunteer to do some of the "dirty work" in trade for having it become part of a larger staff development program.

Chancellor's Office grants

Write your *own* grant application. It can be a bit challenging, but after you get the feel for it, the process is easy. Prepare to accept some initial rejection, and plan to accept it as part of the growing process. The Chancellor's Office for the California Community Colleges offers a wonderful opportunity to put some of your dreams in action. A variety of grants are available through their office. Because of their budget cuts, they have economized their mailing list. Generally *only one* mailing goes to one designated individual at your college. Find out who that person is. If you don't have a grant writing office, the designee most likely is your college president. Ask that person to notify you of all grant opportunities that come from the Chancellor's Office.

In general, most of the Chancellor's Office grant applications are due in the Spring. The Fall is the best time of year to get ready. Find some of the old RFAs (Request for Applications) from last year to give you an idea of how to structure your ideas. The RFAs don't change too much from year to year. Perhaps in the meanwhile you can attend a workshop on grant proposal writing. Also, ask to read some of the grants that have been successful on your campus. Plan well ahead for the Spring writing flurry.

Foundations and private sources

In addition to grants through governmental agencies, you may wish to research private sources of funds. Foundations, which are the donor part of a corporation or large entity, are overwhelmingly numerous. You may want to visit an office of The Foundation Center which is located in major cities. There is one is San Francisco located at 312 Sutter Street, Third Floor, San Francisco 94108. Call (415) 397-0902 to schedule an orientation workshop which will help your visit be efficient and effective.

A recent computer search revealed six major national foundations which grant funds to community colleges for faculty development. These six are Exxon Education Foundation, the Ford Foundation, the W. K. Kellogg Foundation, the John D. and Catherine T. MacArthur Foundation, the Pew Charitable Trusts, and the Alfred P. Sloan Foundation. Although these are national in scope, similar foundations of a more regional scale are in your neighborhood. A local Foundation Center will help you locate them.

APPENDIX 1 — Sample Goals

Sample goals with activities that meet those goals.

Notice that activities do not have to be funded by categorical staff development funds to be a part of a comprehensive staff development program.

Campus-Wide:

1. **Goal: To enhance the communication among and the appreciation for the contributions and value of all segments of district employees.**

Keynote speakers during Flex day	**Staff Development** Funds
E-mail training	Title III and District Funds
Community dinner during Flex day	**Staff Development** and Unions Funds
Sharing Instructional Resources newsletter	District Funds
Speedy Staff Update newsletter	District Funds
Team attendance at state 4C/SD conference	**Staff Development** Funds
Software for staff development clerical support	**Staff Development** Funds
Membership in NC^5	**Staff Development** Funds

2. **Goal: To encourage the sensitivity to and respect for the diversity among people.**

Flex programs re individuals with disabilities	District Funds
Flex programs re cultural diversity	District Funds
Release time for Ethnic Studies Coordinator	District Funds
"Snapshots" presentations at Flex	District Funds

Management:

1. **Goal: To plan, develop, and implement policies, programs, and procedures that are responsive to the current and anticipated needs of the institution as they relate to its mission and goals.**

Division Deans working on proposal for educational master plan	District time
Computer needs assessment	District time
Strategic planning	District time
Management retreat	**Staff Development** Funds
Computer training	Title III Funds

2. **Goal: To improve the efficiency (timeliness and costs) and effectiveness of the management and delivery of services provided to students, staff, and members of the public.**

Personnel's *Tips for Management*	Personnel Funds
Interest-free loan for personal computer work station	Grant Funds

3. **Goal: To enhance the managerial and interpersonal skills required in successful work relations.**

Conferences attended	**Staff Development** and District Funds

Faculty:

1. **Goal: To provide faculty with professional development opportunities that will produce the highest quality instruction possible for Solano Community College students.**

Conferences attended	**Staff Development** Funds
Flex programs and workshops	**Staff Development** and District Funds
New faculty and staff orientation	District Funds
Faculty training	Title III Grant Funds

2. **Goal: To provide faculty with knowledge and skills that will ensure state-of-the-art programs in all fields.**

10 Flex days per year	**Staff Development** and District Funds
Faculty visits to industry during Flex day	District time
Interest-free loan for personal computer work station	Grant Funds
Attendance at NC^5 Conference	**Staff Development** Funds
"Smart Classroom" training	Title III Grant Funds

3. **Goal: To foster innovation and creativity among faculty to maximize the impact of instruction through keeping the instructional program current and solving problems in a way that enhances the educational process.**

Mini grants for faculty	**Staff Development** Funds
Sabbaticals	District Funds
Linked classes	Grant and Matching District Funds
Art gallery showings	Fine Arts Division Funds
Salary increments with Column Advancement Committee	District Funds
Two-way interactive classroom	District and Outside Funds

4. **Goal: To build morale, cooperation, and collegiality to maximize effectiveness and create an atmosphere that advances student learning and growth.**

Flex programs	**Staff Development** and District Funds
Distinguished faculty award	Academic Senate Funds
Student appreciation luncheon	Academic Senate, Unions, and President's Funds
Mailed student survey for faculty appreciation	District Funds
Reporting back of faculty on sabbaticals	District time
Academic Senate Book Reviews	District time
Lottery for "expensive" conference	**Staff Development** Funds

Classified Staff:

1. **Goal: To enhance work skills and promote upward mobility.**

Conferences attended	**Staff Development** Funds
On-the-job training	District Time
On-campus workshops	District Time
Reimbursement for class required books	**Staff Development** Funds

2. **Goal: To improve interpersonal skills.**

Workshops and seminars	**Staff Development** and District Funds

3. **Goal: To develop computer skills.**

Conferences attended	**Staff Development** Funds
Interest-free loan for personal computer work station	Grant Funds
On-the-job training	District Time
Attendance at NC^5 Conference	**Staff Development** Funds
Flex program "InterNet"	**Staff Development** Funds

4. **Goal: To promote a unified and cohesive work environment.**

Retreat off campus each semester	**Staff Development** Funds

APPENDIX 2 — Sample Expenditure Report

Sample Expenditure Report

See following pages for a sample of how to complete the required expenditure report.

FACULTY AND STAFF DEVELOPMENT AND FLEXIBLE CALENDAR ACTIVITY SUMMARY

Fiscal Year 1994-95
Activity Summary for: **SAMPLE** COMMUNITY COLLEGE DISTRICT

ACTIVITY	SUPPORT			PARTICIPANTS			DATE(S)	PERFORMANCE INDICATORS
	"AB 1725"	Flex	Other	F	A	C		
Category 1: Workshops, seminars, lectures, conferences or retreat								The director of each event is to submit a report that indicates how the event will benefit the institution. Copies of the reports submitted are available in the Staff Development Office at Sample College. In addition, the attached follow-up questionnaire is sent to a random sample of participants.
Classified Retreat Activities	✓			1	3	101	4/5,25,19 & 5/5	
Management Team Building Retreat	✓				32		1/13 & 6/22	
Collaborative Process Training	✓	✓	Dist.	24	13	27	10/, 2/, 6/6	
4C/SD Spring Conference		✓		1	0	0	3/24,25,26	
Staff Development Committee Retreats	✓	✓		4	4	4	9/15 &5/4	
Fall and Spring Convocation		✓	Dist.	136	45	175	8/18 & 1/19	
4C/SD Regional Meetings	✓			2	1	1	Various	
Fall and Spring Flex Workshops (Attached is a complete listing of the flex programs held prior to each semester. Workshops are open to all staff.	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Dist.	80%	3%	17%	8/15-19 & 1/12-20 and various	
Diversity Day	✓		Affirm Action	F	A	C	4/26	
Tutor Program Consulting	✓	✓			2		6/12-16	
Biology Department Workshop	✓			6		1	5/30	
Native Californian Photograph Archives	✓			1			10/28-29	
Training for Campbell Interest and Skills Survey	✓			14			11/17	
Video Training Module (Used for Hiring Committees)	✓			F	A	C	Ongoing	
Art Faculty Retreat	✓			16			9/17	
Joint Faculty Retreat (With Sac City & Yuba colleges)	✓ ✓			11			10/14-16	
Interdisciplinary Field Tour	✓			15			8/20-21	
Project Exceptional	✓			8			8/17	
Supervisory Training (Coaching for Commitment)					5		7/11	
Health Science Workshop				15			7/18	

Category 2: Instructional resource centers Establishment of 2 satellite resource centers with CD Rom writing capability and multi media capability Academic Leader Subscription Teaching Professor Collaborative Learning and College Teaching Newsletter Office Professional				F	A	C	On-going during the 1994-95 year	Users of the Resource Center sign-in as they use the materials or equipment in the Center.
Category 3: Computer Centers Microsoft Office Microsoft Works PageMaker CorelDraw Page Tools Coreldraw ClipArt Ram Doubler KAI Power Tools File Guard S.A.M. Viral Protection Macromedia Director Satellite Center Equipment RCD-1000 PCA/20 CD Recorder MAC SS1-12 External 1 GB Hard Drive Vivid Quest Removable Dtrive Power Macintosh, with Display & Keyboard Miscellaneous supplies for upkeep of equipment and to make space more user friendly				F	A	C	On-going during the 1994-95 year	The computers are available for staff use and are housed in the Staff Resource Center. See explanation above.

Category 5: Individual flexible calendar activities			Dist.	F			On-going throughout the year	The Flex Review Committee reviews the proposed individual plans in the fall of the year. Each plan is reviewed by three members of the committee. If any one disapproves any one activity, the committee as a whole discusses the plan. The Coordinator calls for clarification of the questions prior to the meeting. In the spring, each faculty member is required to certify completion of the plan. The review process is the same. See attached report of individual flex activities.
Category 6: Reassigned Time 1.00 FTE assignment for Jane Doe to serve as Staff Development Coordinator			Dist. and Grant Funds	F			On-going during the year	The Staff Development Coordinator will be evaluated through the tenured faculty evaluation process.
Category 7: Sabbaticals			Dist.	4			On-going during the year	Recipients submit a report to the Board of Trustees outlining the implications that the activities had in their classrooms.

Category 8: Grants or Stipends for Faculty and/or staff for conducting research, developing curricula, etc. Special Assignments .4 for XXXXX (S 95) 100% .5 for XXXXX .2 for XXXXX (S 95) 100% for XXXXX(.8, F 94; 1.2 S 95) .2 for XXXXX 1.0 for XXXXX (S 95) .5 for XXXXX (F 94)			Dist. and Grant Funds	F			Ongoing during the year	
Category 9: Related cost of off-campus travel See attached spreadsheet for detail of types of conference travel. The Staff Development Office maintains a file of all individual travel funded by the AB 1725 categorical funds. There are two additional funding categories of travel--District general fund dollars, staff development categorical dollars, and grant dollars. The district and grant travel funds processed 372 authorized travel requests. An additional 142 requests were processed that required no funding.	✓	✓ ✓	 Dist.	55 127	6 119	15 126	On-going during the year	There are no formal evaluation procedures for district travel. Individuals granted funding by the Staff Development Committee submit a report indicating the value of the conference and any activities implemented on the job as a result of the conference or workshop. In addition, a random follow-up survey was distributed to recipients of Staff Development travel funds. Results are attached.
Category 11: Provision of supplies, equipment or staff support 100% District funding for one Administrative Secretary III to provide staff support to the Staff Development Committee, Flex Committee and College Council (shared governance body). Support is also provided to staff members who use the Resource Center computer equipment. Supplies purchased to support staff development activities include easel stands and pads, transparencies, scantron forms, Harvard Business case simulations, laser printer toner cartridges, lease payments for Xerox and FAX machines, etc.	✓	✓	Dist.	F	A	C	On-going during the year	The administrative secretary is evaluated by the staff development coordinator, as per college personnel practices.

Category 13: Memberships in Professional Organizations				F	A	C	On-going during the year	The conferences and publications of these organizations provide a multitude of ideas, some of which have been implemented. It would be impossible to determine the extent to which each of the organizations has effected change within our institution.
California Community College Council for Staff Development	✓							
National Council for Staff, Program and Organizational Development	✓							
National Institute for Staff and Organizational Development			Dist. or Grant Funds					
Academic Senate for California Community Colleges								
Community College League of California								
American Association for Medical Transcribers								
Northern CA Com. Col. Computer Consortium								
CIMHE Aliance								
Center for Occupational Resea :h & Devel.								
CVNE								
NAPNES								
N-OADN								
Council of Chief Librarians								
New Mexico Military Institute								
American Library Assoc								
RP Group								
NAFSA Publications								
PACRAO								
WASFASS								
NASFAA								
Accrediting Commission								
League for Innovation								
NCCHC								

Category 13: (Continued) AACC Association of Community College Trustees CCFC American Association for Affirmative Action N. CA Affirmative Action Consortium Black Careers Now National Association AAWCC Association for Instructional Administrators CA Association of School Administrators NACUBO WACUBO NAEB DECUS CA Agricultura Assoc 3C4A CA Community College Football Assoc CA Community College Athletic Director National Council of Teachers FCCTYC Committee for Chemistry IPMA			Dist. or Grant Funds					
There were no activities in categories not listed.								

I certify that this activity summary is complete and accurate (does not apply to performance indicator(s)). Complete on last page only for multi-page report.

Name:_____ Title: Staff Development Coordinator Date: October 30, 1995

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TABLE OF ATTACHMENTS

Staff Development Human Resources Development Plan

Report of Completion of 1994-95 Staff Development Plan of Action
1994-95 Budget Summary
Results of Evaluation of 1994-95 Staff Development/Flex Activities
Summary of Follow-up Evaluation of Travel/Conference
1994-95 Staff Needs Assessment

Fall Semester Flex Activities, August 1994

Spring Semester Flex Activities, January 1995

Evaluation of Fall 1994 Optional Workshops

Evaluation of Spring 1995 Optional Workshops

Completion Statistics of 1994-95 Flex Contracts

Summary of 1994-95 Travel Funding

APPENDIX 3 — Coordinator Job Description

STAFF DEVELOPMENT COORDINATOR — SAMPLE JOB DESCRIPTION

1. Coordinate the staff development activities for the institution
   - a. Facilitate decisions made by the Staff Development Committee
     - i Travel and conference
     - ii Special projects
     - iii Monitoring budget
     - iv Research ideas to be considered by the Committee
     - v Evaluate the program
     - vi Conduct various types of needs assessments to determine direction of programs
     - vii Develop a an improved communication vehicle to assist staff in a better understanding of the process, accomplishments, and available funding
   - b. Workshops during the flex optional days
   - c. Workshops throughout the year
   - d. Coordinate ongoing support for computer application questions
   - f. Coordinate training programs as identified from retreats, needs assessments, departmental or segmental requests, evaluation processes, etc.
   - g. Develop training/support programs for improvement of instruction needs
   - h. Coordinate a mentoring program for faculty and staff through the various Senates
   - i. Maintain all record keeping required by the District and the Chancellor's Office

2. Coordinate the flexible calendar activities for the institution
   - a. Facilitate decisions made by the Flex Review Committees
     - i Maintain minutes of meetings
     - ii Coordinate the review of flex contracts and flex completion certifications
     - iii Work with faculty members to aid them in completing their paper work
     - iv Evaluation of the program
     - v Compile reports drafted by the Flex Committees
     - vi Serve as liaison to the Bargaining Unit to review and revise the contract
     - vii Research and provide information regarding questions arising from flex contracts, institutionally planned activities, part-time and overload contracts, etc.
   - b. Maintain all records required by the District and the Chancellor's Office
   - c. Serve as liaison to the Calendar Committee and maintain master academic calendar.

APPENDIX 4 — AB1725, Establishing Staff Development Funding

AB 1725 Sections Establishing Staff Development Fund

California Education Code, Staff Development Fund

This article details the staff development fund. While the flexible calendar program is not specifically addressed in this article, flexible calendar activities are part of a staff development program. Consequently, this fund can be used to support faculty development activities administered under a flexible calendar program.

ARTICLE 5 - COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT FUND

§87150. Creation and Purpose of Fund

There is hereby created in the State treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

§87151. Allocation of Funds; Affidavit Requirements

The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the Chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

§87152. Initial Allocation

(a) The initial allocation to each district, from funds appropriated by the Legislature therefor, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987-88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

§87153. Authorized Uses of Funds

The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

§87154. Operation of Article

This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

APPENDIX 5 — Title 5, Flexible Calendar Regulations

Title 5 Regulations on Flex Calendar

Title 5, Code of Regulations sections 55700 through 55732, and 58188, provides revisions regarding administration of a flexible calendar program. These sections current as of September 1991 follow:

ARTICLE 1, TITLE 5, CODE OF REGULATIONS, 175-DAY MINIMUM ACADEMIC CALENDAR

§55700. Scope

The provisions of this article pertain to changes made on or after July 1, 1982, to any traditional academic year calendar consisting of at least 175 days of instruction and evaluation. The conversion to a flexible calendar operation is not addressed by the provisions of this article, rather, the provisions of Article 2 (commencing with Section 55720) govern the flexible calendar options.

§55700.1. Program of Studies on Quarter, Trimester or Flexible Calendar

At the request of a community college district, the Chancellor may approve a program of studies on a quarter system or a trimester basis, or a flexible calendar.

§55702. Approval of Changes

(a) Prior to any change in academic year configuration, including the addition, deletion, shortening or lengthening of any term, the governing board of a district shall obtain the approval of the Chancellor.

(b) Requests for approval shall be made on a form provided by the Chancellor, and shall address:

(1) A complete description of the calendar configuration;

(2) The district's ability to comply with the 175-Day Rule as provided in Section 58142; and

(3) The educational implications, positive and negative, of the proposed change.

(c) The Chancellor shall approve a requested change in academic year terms if it is found that:

(1) The state aid implications of the requested change have been addressed; and

(2) The district will be able to comply with the 175-Day Rule; and

(3) The change in configuration is consistent with the continued delivery of quality education.

ARTICLE 2, TITLE 5, CODE OF REGULATIONS, FLEXIBLE CALENDAR OPERATIONS

§55720. Offering Classes Under Flexible Calendar; Accountability of Employees Under Contract for 175 Days; Activities.

(a) Subject to the approval of the Chancellor pursuant to Section 55724, a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as flexible time.

(b) A district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee's contractual obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of summer session.

(c) Pursuant to Section 55726, a district with an approved flexible calendar shall ensure that all employees under contract with the district work at least 175 days, including flex days, in each academic year.

§55722. Scheduling Configurations

A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 of the Education Code and Section 55720 of this Part which may include, but is not limited to, the following scheduling configurations:

(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;

(b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;

(c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;

(d) courses scheduled for student enrollment on an open entry-open exit basis;

(e) courses scheduled independently of any term configuration; or

(f) a combination of any one or more of the configurations in subdivisions (a) through (e).

§55724. Request for Approval

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor and shall address at least the following:

(1) A complete description of the calendar configuration.

(2) The number of days of instruction and evaluation which will meet the requirement of the 175-Day Rule (Section 58120 of this part).

(3) The number of days during which the instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include but need not be limited to, the following:

(A) course instruction and evaluation;

(B) staff development, in-service training and instructional improvement;

(C) program and course curriculum or learning resource development and evaluation;

(D) student personnel services;

(E) learning resource services;

(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

(G) departmental or division meetings, conferences and workshops, and institutional research;

(H) Other duties as assigned by the district.

(I) The necessary supporting activities for the above.

(5) A certification that all district personnel, as defined, will be involved in at least one of the activities authorized in subdivision 4. For the purposes of this section, "all college personnel" shall include any district employee specified by the district in its approved plan to participate in such activities; and

(6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete, and meets the requirements of the law.

§55726. Activities During Designated Days

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

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(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the type and number of such employees participating in these activities.

§55728. Flexible Calendar Attendance Reporting

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach;

(2) of the total in (1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction;

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 58188 of this Part..

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor including any data necessary to compute the ADA adjustment specified in 58188 of this Part.

§55730. Ongoing Responsibilities of Districts

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during flex days:

(a) conduct and annually update a survey of the most critical staff, student and instructional improvement needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees and student participated in these activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on staff, student, and instructional improvement activities; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in subsections (a) through (d), inclusive.

§55732. Ongoing Responsibilities of the Chancellor

The Chancellor shall:

(a) adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of Section 58188 of this Part;

(b) periodically review documentation from selected districts to determine whether they are in compliance with the provisions of Sections 55726, 55728, and 55730, and to determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and

(c) terminate approval of any flexible calendar operation if it is found that the district has, without good cause:

(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request.

(2) failed to carry out responsibilities specified in Section 55726.

(3) failed to meet it ongoing responsibilities as specified in Section 55730.

§58188. Average Daily Attendance Units; Adjustment to Reflect Activities; Computation by Multiplier Factor

(a) The Chancellor's Office shall adjust the actual units of average daily attendance of a district operating under a plan approved in accordance with sections 55720-32 of this Part to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible time. the adjusted units of average daily attendance shall be computed by multiplying the actual units of average daily in the academic year, exclusive of any intersessions, computed pursuant to Section 58003.1, by a factor which does not change the average daily attendance which would have otherwise have been generated if the time for the improvement activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of Section 58001.3, this multiplier factor shall equal the sum of the following;

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to section 84890 of the Education Code and Section 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of Section 58003.1, this multiplier factor shall equal the maximum term length multiplier set forth in that subdivision.

(d) the Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and instructional improvement activities as the amount of time he or she was released from classroom instruction.